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History of Russian educational institutions in Samarkand region

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ABSTRACT

This article XIX - XX century Samarkand region, the formation of the Russian education system and the analysis of their activities on the basis of archival documents. The activities of the gymnasiums operating in the region, Russian-language schools and various educational institutions are described in detail in their readers and teachers. The impact of the new Russian educational policy on the region's population, its positive and negative aspects, is illustrated on the basis of objective examples.

Keywords: Imperiya, Zarafshon region county, parish, gymnasium, Russian structured schools, religious schools, new structure schools, inspector.

1. INTRODUCTION

In the mid-19th century, a unique system of governance of educational institutions, established across the vast empire, was formed. In Russia, schools were of exceptional religious, private and individual categories(Bécherel & Vellas, 1999; Hornidge et al., 2011; Ley, Krumpelt, Kumar, …, & 1996, n.d.).
Religious schools are governed by the Charter of Public Education Institutions of 1828 (according to 1909, there were 11 schools in the city of Samarkand in the form of a state-of-the-art city school of 1828. There were only 1 such rural education institutions), ministerial schools and 1875 Primary Education is governed by the Regulations of National Education. Russian-language schools and private schools were governed by the Charter of 1875.
During the 1870s and 1880s, empire officials formed a variety of Russian educational institutions in the country. Local educators initially supported these educational institutions. They tried to use these schools to increase the knowledge of the people(Rasanayagam, 2011).
Funding for educational institutions, as in the metropolitan area, was carried out not only by the Ministry of Public Education, but also by the direct intervention of the military administration. Until 1917 the problem was that the Turkestan General-governors were directly involved in the country's educational activities.

2. THEORITICAL BACKGROUND

The first Russian school in Samarkand was opened on January 14, 1870. 900 rubles were allocated for the organization of the school. On the 24th of March, 1870, Captain Greben, who knew local language and writing, was appointed as the special representative of the Russian administration in this educational institution, based on K. Abramov's order of the Zarafshan district. There are 20 to 30 students at the school, and in addition to learning Russian, the school's curriculum envisages teaching children vocational and agricultural skills. For this purpose, small farms were established and land parcels were allocated. In 1876, there were 111 students in this school, including representatives of different nationalities: Uzbeks, Tajiks, Jews and Indians. The Samarkand school had a great deal of Russian and local schools. In the 1882-1883 academic year, these schools were converted into a three-year college of boys and girls(Pistrick & Mal'cev, 1998; Razakov Sh & Shakhgunova, 2001).
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3. METHODOLOGY

Religious schools are governed by the Charter of Public Education Institutions of 1828 (according to 1909, there were 11 schools in the city of Samarkand in the form of a state-of-the-art city school of 1828. There were only 1 such rural education institutions), ministerial schools and 1875 Primary Education is governed by the Regulations of National Education. Russian-language schools and private schools were governed by the Charter of 1875.

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In general, in 1880 there were 67 Russian educational establishments in Turkistan. In particular, 2 boys, 2 girls gymnasium, 1 teacher training seminar, 5 cities, 30 dinosaurs in Syrdarya region, 6 religious, Fergana region, Khujand and Zarafshan districts 6 There were 8 cities and 8 religious schools.

4. MAIN PART

The gymnasium curriculum in Turkistan was characterized by a wide variety and width. According to the 1871 "Regulations of Gymnasium and Programmaterials, they were the only graduates of the maternity leave and the only institution in the universi- ties.

In 1899 Samarkand opened a city named after A. Pushkin (72 students). From July 1, 1899, the Marian women's educational institution in Samarkand was converted into a gymnasium. Gymnasium study is paid at a rate of 40-60 rubles per year. In 1905 the Samarkand girls' gymnasium was moved to a new building, which was erected on Abramov boulevard.

Men's gymnasium also operates in Samarkand. According to the results of the year 1913, the gymnasium in Samarkand is in serious condition. The gymnasium is located in an old, narrow and uncomfortable building. The rooms are located in a single classroom, with offices, library and physical and educational facilities. As a result, the number of students in the gymnasium does not increase. In Samarkand's gymnasium, 254 students were educated in 1909, and each student spent an average of 186 rubles a year on 71 pcs. Of this, 50 rubles have been spent on the state budget. There are 4894 books in the gymnasium, 2640 titles. The Samarkand gymnasium was also erected in a special building in the second half of 1904.

During this period, a lot of attention was paid to vocational training. In 1898, two-year men (68 students) and girls (49 listeners) opened a railway training school in Samarkand. After learning Russian, the students wrote in Russian, for example, letters, telegrams and other letters. School graduates worked in administrative offices, banks, police inspections, and had close contact with Russian merchants.

In 1918 Samarkand opened two classes for men railway college (49 students).

There are 2 schools in Samarkand. One for the locals, the other for the Russians. In Russian schools, the military taught in their leisure time.

According to the archive documents, there are 22 Russian-language schools in Turkistan, and one of them is located in Jizzakh, Samarkand region. In Kattakurgan, Samarkand Region, there was one Russian-school school, where 8 boys and 6 girls were educated (although they were not girls, because they did not give girls to these schools), while in 1904 there were 2 teachers of Russian-language school, 41 teachers the student has been taught. One of the schools is located in Payshanbi, where 23 students have been trained(Newswire, 2012; Silova, 2011; Training, n.d.).

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Russian-language schools are divided into 2 days, while Russian language, grammar, reading and arithmetic are taught by Russian teachers in the first two hours. In the last two hours, Arabic grammar and Islamic principles have passed through a Muslim teacher. The main purpose of these schools was to encourage local children to take up the Russian language better.

If the Russian schools were opened in 1884 with a four-year term, only 23 years later, on May 29, 1907, the schools were approved. Only after 30 years of these schools, the problem of school textbooks was solved. Despite the fact that the Russian empire's government did not move, the Russian-language schools did not spoil the lives of local people. Later, the new method has ended with the need for school activities.

5. DISCUSSIONS

In sum, the work of Russian and Russian schools in Samarqand began to be based on the experience of the Syrdarya region. There is no system of control over educational institutions in the region. Problems such as lack of qualified teachers, lack of other government agencies to monitor educational institutions, and lack of timely information on the status of educational work required inspectors to frequently visit and inspect educational institutions in their districts. The remote location of educational institutions has been a challenge to oversee educational activities. As in other regions of the Samarkand region, classes are falling - very late and early in the spring. In autumn and winter it is mainly subject to the reading order. The number of students in Russian schools has diminished, as in other regions, and the students have poor appetite. The Russian language, history, and geography subjects in the curriculum of the Russian-language schools have become an experimental task for local education to train these subjects later on in the national language. During this period, great attention was paid to the establishment of vocational training(Falk & Dierking, 2002; Kalpakjian & Schmid, 2014; Rasanayagam, 2011).

6. CONCLUSION

Educational institutions specializing in the training of qualified workers for industry, transport and production have been opened. European experience has been started. Qualitative changes in education have had a positive and positive effect on the growth of urban and rural cultural levels. But the local government did not reform the new government for girls education. Although the Russian education policy had served a new kindergarten in Samarkand, these institutions were not at the level of modern requirements. Russian schools have not been able to win the trust of local people.

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